

West Cornforth Primary School

Monitoring of the Sport Premium 2017-18

Since September 2013, Ofsted inspections report on PE and sport provision and on how schools spend their additional funding.

The government also hold schools accountable by requiring them to publish by April 2014, on their websites, details of how they spend (or will spend) their PE and sport grant. They must also include detail about the impact this funding has on pupils' PE and sport participation and attainment.

The following document enables all schools to outline how the Primary PE and Sport Premium funding, will enable a measurable and sustained improvement against the four aims through:

- PE and sport, underpinned by high quality teaching
- Increasing participation levels in physical activity
- Increasing healthier pupils who are more engaged across the whole curriculum.

The four objectives of the Primary PE and Sport Premium funding are:

1. To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports
2. To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence
3. To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in primary level workforce
4. Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

School Audit

1. How many hours of curriculum **Physical Education** do each class receive?

1-2 hours

2. How many extra Curricular school clubs are available per week?

6

3. What proportion of pupils take up the afterschool clubs?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students
EYFS	0/20 (0%)	6/18 (33%)	12/30	9/22	10/30 33%
Year 1	19/30 (63%)	17/20 (85%)	9/26	14/30	15/22 68%
Year 2	8/22 (35%)	16/28 (57%)	12/22	16/26	18/26 69%
Year 3	12/22 (55%)	10/21 (48%)	8/21	10/22	18/19 95%
Year 4	13/17 (76%)	12/16 (75%)	14/22	16/21	17/21 81%
Year 5	7/14 (50%)	17/17 (100%)	14/24	16/21	13/21 61%
Year 6	11/16 (69%)	11/14 (50%)	15/23	17/24	25/29 86%

4. What proportion of pupils attend a local club, or take part in out of school sport?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students
EYFS	3/20 (15%)	7/18 (39%)	13/30	14/22	9/30 30%
Year 1	10/30 (33%)	6/20 (30%)	9/26	17/30	9/22 41%
Year 2	7/22 (32%)	12/28 (43%)	5/22	11/26	11/26 42%
Year 3	7/22 (32%)	8/21 (38%)	11/21	5/22	13/19 68%
Year 4	8/17 (47%)	6/16 (38%)	10/22	4/21	11/21 52%
Year 5	6/14 (43%)	10/17 (59%)	7/24	13/22	11/21 52%
Year 6	5/16 (31%)	8/14 (57%)	9/23	16/24	17/29 58%

5. What proportion of pupils are involved in intra-school sports competitions?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students
EYFS	20/20	18/18	30/30 (100%)	22/22	30/30 100%
Year 1	30/30	20/20	26/26 (100%)	30/30	22/22 100%
Year 2	22/22	28/28	22/22 (100%)	26/26	26/26 100%
Year 3	22/22	21/21	21/21 (100%)	22/22	19/19 100%
Year 4	17/17	16/16	22/22 (100%)	21/21	20/20 100%
Year 5	14/14	17/17	24/24 (100%)	22/22	18/18 100%
Year 6	16/16	14/14	23/23 (100%)	24/24	29/29 100%

Every child at WCPS competed in intraschool gymnastics and dance festivals. Every child also competed in a variety of sport competitions throughout the year on lunch times ran by both staff and SSOC Pupils. These were carefully selected from the school games list and ensured that as many different sports as possible had a competitive link with in school.

6. What proportion of pupils are involved in inter-school competitions?

Class	2013-14 Students	2014-15 Students	2015-16 Students	2016-17 Students	2017-18 Students
YR	0/20	0/18	0/30	0/22	0/30 0%
Year 1	30/30	20/20	0/26	30/30	22/22 100%
Year 2	22/22	28/28	0/22	1/26	26/26 100%
Year 3	22/22	21/21	3/21	22/22	19/19 100%
Year 4	17/17	16/16	6/22	11/21	20/20 100%
Year 5	14/14	17/17	13/24	14/22	18/18 100%
Year 6	16/16	14/14	11/23	24/24	29/29 100%

This has meant that we are the sixth highest school with in the sedgefield district for the amount of children involved in inter school competitions. As well as this, it has been one of the driving force behind our successful gold award submission for 2016-17

7. Which of the following sports or activities has your school provided this academic year as part of the PE curriculum or an after school club?

Sport/Activity	Tick One Only	Sport/Activity	Tick One Only
Angling	No	Lacrosse	No
Archery	Yes	Martial Arts / Self Defence	Yes
*Athletics (inc.Cross Country)	Yes	Mountain Biking	No
Badminton	No	Multi Skills Club / Fitness	Yes
*Basketball (inc Wheelchair)	Yes	*Netball	Yes
*Boccia	Yes	New Age Curling	No
Bowles	No	Orienteering	Yes
Boxing	No	OAA	Yes
Canoeing / Kayaking	No	Rounders / Softball	Yes
Cricket	Yes	Rowing	No
Cycling	Yes	*Rugby (inc 'tag')	Yes
Dance	Yes	Sailing	No
Equestrianism	No	Squash	No
Fencing	Yes	*Swimming	Yes
*Football	Yes	Table Cricket	No

Goalball	No	Table Tennis	Yes
Golf	Yes	*Tennis	Yes
*Gymnastics	Yes	Triathlon	No
Hockey	Yes	Volleyball	Yes
Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	Other	<input type="checkbox"/> Yes <input type="checkbox"/> No

Sports in **RED** are Sainsbury School Games sports. Those with * are County Durham Level 2 sports.

8. What is the increase in the numbers involved in extra-curricular Sports activities

2016-17 Students	2017-18 Students	Total Increase/ decrease (%)
9/22 40%	10/30 33%	7% decrease
14/30 63%	15/22 68%	5% increase
16/26 61%	18/26 69%	8% increase
10/22 45%	18/19 95%	45% increase
16/21 76%	17/20 85%	9% increase
16/21 76%	13/18 72%	4% decrease
17/24 71%	25/29 86%	15% increase

This shows class by class the increase in participation in extra curricular sporting activities showing an increase in participation in all except earlier years and year five. The decrease in EYFS is due to the clubs being linked to KS1 as you can see in contrast to last year this should correct itself when they go into year one.

Strategy

9. What was the role of school governors in the process?

	Please tick one only
They were involved in the discussions and the decision process	<input type="checkbox"/>
They were informed about the decisions	<input checked="" type="checkbox"/>
Neither of the above	<input type="checkbox"/>

10. What other agencies have you sought advice from or worked collaboratively with in utilising the Sport Premium?

	Please tick one only
Specialist PE advisors	<input checked="" type="checkbox"/>
Association for Physical Education	<input type="checkbox"/>
School Sport Partnerships (including SGO)	<input checked="" type="checkbox"/>
County Durham Sport	<input type="checkbox"/>
Culture and Sport (Durham County Council)	<input type="checkbox"/>
Youth Sport Trust	<input type="checkbox"/>
National Governing Bodies	<input type="checkbox"/>
Local Clubs	<input checked="" type="checkbox"/>
Health / Youth Services	<input checked="" type="checkbox"/>
Independent Sports Coaching Companies	<input checked="" type="checkbox"/>
Other: []	<input type="checkbox"/>

Impact on pupil groups

11. How did the school identify groups/individuals to benefit from Sport Premium funded actions?

The school identify children not participating in after school clubs as area for improvement. As a result after a pupil voice survey we found out what sports children in this bracket would like to attend and see at our school. Coaches have come in a delivered four after school clubs in: Get up and Glow (dance), Fencing, Gymnastics and Military boot camp assault course. All these have proved popular over all with 75% of all children now involved in at least one of schools extracurricular clubs and this has lead to 65% of all the children in school attending more or the same afterschool clubs as last year

12. Which classes/year groups has the Sport Premium been spent on and why?

The Sport premium money has been spent on all children and teachers. The aim of the funding is to improve the quality and breadth of our PE and sporting provision. To meet this criteria we have identified a number of key priorities which include; increasing the competitive opportunities available to all pupils both in school and out of school. We have done this by working in partnership with other schools to share expertise and resources and offering new and varied sporting opportunities for our pupils in all year groups across the school.

Measuring the Impact

13. Briefly explain the schools rationale for the distribution of Sports Premium funding

Our key Focus was to ensure that the growth and breadth of our PE curriculum through: our staff, increasing the competitive opportunities available to all pupils, working in partnership with other schools to share expertise and resources and offering new and varied sporting opportunities for our pupils. We were keen to address current issues that have been raised in National surveys including: improving participation in a wider curriculum and extra-curricular programme, achieving success in competitions, achieve a curriculum which is inclusive and inspires all pupils, work with other partners to develop leadership within the subject and create stronger links with other subjects to improve academic achievement. This has been helped and influenced by having a full time member of staff dedicated to PE, this has meant that class can be assured the best possible teaching of pe and that teachers can learn and pick up ideas from a member of staff with more confidence in this area of the curriculum. As well as this the children of west cornforth have been able to learn other sports form coaches to widen their experiances in sport and hopefully help to provide a sport they can persue for life. The children have also benifited from having new playground apparatus this not only motivates our children with there active thirty but hopefully will encourage more children too as they join and progress up our school.

Progress

The following summarises the impact on pupils of the Sport Premium:

14. The quality of teaching and learning of Physical Education is judged to be:-

	Please tick one only
Outstanding	<input type="checkbox"/>
Good	<input checked="" type="checkbox"/>
Requires Improvement	<input type="checkbox"/>
Inadequate	<input type="checkbox"/>

15. Briefly outline the systems in place to evidence this judgement

Review of planning.
 Core Task assessment records
 Photographic and video evidence
 Lesson observations
 Professional Development File
 Professioanl discussions with the head teacher, deputy head and gouvourners

Summarise the professional development that has taken place and the impact it has had

Mr Hoggarts received specialist PE leadership training and cpd oppituneities have been offered to all teaching staff at West Cornforth Primary school.
Impact has been improved standards of performance in PE and extra curricular activities.
Positive attitudes to health and well-being (identified through teacher discussions)
Improvement in behavior of students across the whole school.
Mr Hoggart has developed an ability to support other colleagues in PE and provide more resources/ ideas.
There has also been a change in knowledge and confidence across the school as we strive to push pe and exercise at different times throughout the day not just during session and schedual breaks

Health Initiatives

16. What programmes have been put in place to support and engage the least active and most vulnerable pupils?

Change for Life Club (less active Y1-6s invited to attend)
More afterschool clubs available for all children.Targeted at less active children and there ideas were used to see what clubs we should do.
Fully inclusive intra-school sport structure of competition
Girls encouraged to join minority girl sports (rugby, football, ect).
Access to level 2 school games events
High quality coaches provided by Keep Active North East. Coaches planned and delivered high quality afterschool clubs to include and engage all children. All teachers were included in this process so they are more able to deliver high quality clubs for all children.
PHISH
Breakfast and tea time club available 5 days per week.
Morning Mile: During breakfast clubs this year the children have been encouraged to come a run a mile (5laps) of the school playground in order to calm and wake them before starting their first lesson

17. What has been the impact of these programmes on the pupils?

More children attending after school clubs
More children involved in intra & inter-school competition.
More children attending out of school hours local sports clubs.
Children have had sports experiences that they may not have access to outside of school.
More children enaged and determined to persure sports in the future.
More girls joining minority girls sport clubs
Children feeling healthier and more ready to start there first lesson
All children finding more way to become active for hour of everyday and at least thirty minuets of that being in school
Whole school have become more aware of the benefits of a healthy and active lifestyle are begin to make changes to keep them healthier

18. What are the key priorities you will use next year's funding to address?

- Buy into Sedgefield SSP Service Level Agreement to give all children more chance to perform at inter school competitions
- Expand and develop outdoor area for better use at lunch and lessons including a new multi use games area and new sports equipment
- Run clubs that less active children want to take part in
- Training for new School Sport Organising Crew.
- buy equipment to benefit curriculum PE and will support after school clubs.

19. What Percentage of children can swim at the expected level in line with curriculum guidelines

Year Group	Amount of Children	Percentage
Year Four	21/17	81%
Year Five	13/21	61%
Year Six	20/29	68%

Summary of the Impact of Sport Premium at West Cornforth Primary School

<p>Aim</p> <p><i>(these are the four aims of the Sport Premium funding)</i></p>	<p>National Priority</p> <p><i>(Includes the 7 key factors to be assessed by Ofsted)</i></p>	<p>School Priority / Action Plan</p> <p><i>(these are the key actions identified to improve our provision from last year)</i></p>	<p>Actual Impact</p> <p><i>(the difference it has made or will make)</i></p>	<p>Evidence</p> <p><i>(sign-posts to the sources of evidence)</i></p>	<p>£'s</p> <p><i>(amount of grant allocated)</i></p>
<p>1.To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports</p>	<p>Achieving high quality PE</p>	<p>Mr Hoggarts received specialist PE leadership training and all teaching staff had options to go on CPD Course</p>	<p>Teachers received support from Mr Hoggart following leadership meeting/ CPDS on how to deliver high quality PE lessons. Improved teacher confidence. Improved enjoyment and physical activity in PE.</p>	<p>Coaching evaluations Pupil voice</p>	<p>£1,150</p>
<p>To increase participation levels in</p>	<p>Increasing participation and inclusion</p>	<p>Offer a wider variety of after school sports clubs.</p>	<p>Increase in participation in sports afterschool clubs.</p>	<p>School register data</p>	<p>£200</p>

<p>competitive sport and healthy activity of pupils, and maintain these into adolescence</p>		<p>Add more clubs for children who are less active. Transport to and from events Develop new Climbing Frame outside</p>	<p>Children Choosing more sport and activities at break and lunch</p>		<p>£5000</p>
<p>To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence</p>	<p>Promoting health, active lifestyles</p>	<p>Teachers encouraged children to think about physical activity time in every lesson to ensure children are more active throughout school.</p> <p>Promote afterschool clubs in assemblies, Sport & PE board etc.</p> <p>More opportunities to compete in competitive sport leading to more uptake in sport</p> <p>Encouragement of girls to pursue more male dominated sports</p> <p>New sports kit to encourage children to want to take part in sport and feel proud of what they are wearing</p>	<p>Children more active in lessons</p> <p>Increased participation at afterschool sports clubs</p> <p>More children competing and playing sport both inside and outside of school</p> <p>More girls playing and join sports teams that boys more commonly play</p> <p>More children wanting to be part of school teams</p>	<p>Teacher discussions Pupil voice</p> <p>School register data</p>	<p>£285.50</p>

<p>To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence</p>	<p>Providing competitive school sport</p>	<p>Buy into Sedgefield SSP service level agreement</p> <p>Enter as many events as possible</p> <p>Intra school and inter school competition</p>	<p>Increased participation in SSP events.</p> <p>More children involved in sport</p> <p>Achieve greater success to inspire more to participate</p>	<p>SSP data</p> <p>School register data</p>	<p>service level agreement already specified</p> <p>Transport £2500</p>
<p>Schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.</p>	<p>Developing leadership, the curriculum and subject profile</p>	<p>Ensure all staff using Core Tasks in PE to assess pupil progress.</p> <p>Celebrate success in assembly, on PE board, newsletters, website, twitter, ect.</p> <p>Encourage children to help lead during Pe and Events</p>	<p>All staff using Core Tasks and reporting on pupil progress half termly.</p> <p>Increased participation in school sport</p> <p>More Children leading at inter and intra school events and feeling confident in doing so</p>	<p>School assessment records</p> <p>School Register</p>	<p>£0</p>
<p>To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their</p>	<p>Contributing to pupils' overall achievement</p>	<p>Children are aware of grades in relation to the national curriculum</p> <p>Children who have been recognised in excelling in PE have been sent to gifted and talented in order to progress their knowledge in sport</p>	<p>Children developed sport specific skills and many transferable skills.</p> <p>Children able to evaluate their own performance</p> <p>Children who are excelling have more knowledge on how to improve their lifestyle and sport skills in</p>	<p>Lesson observations</p> <p>Pupil voice/questionnaires.</p>	<p>£120</p>

health, skills and physical literacy, and have broader exposure to a range of sports			order to progress to the highest level possible		
To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence	Developing partnerships	Local sports clubs highlighted and promoted to children (talk, on newsletter, leaflets, twitter) Keep Active After School Clubs have been linked to clubs with the hope of children joining	More children attending local sport clubs	School sport participation data	£740
					£
					£